

2019–2020
SCHOOL SYSTEM
PLANNING GUIDE



NOVEMBER 2018

CONTENTS

| | |
|---------------------------------|---|
| INTRODUCTION AND OVERVIEW | 3 |
|---------------------------------|---|

| | |
|---|---|
| 2019-2020 SCHOOL SYSTEM PLANNING FRAMEWORK..... | 4 |
|---|---|

| | |
|--------------------|----|
| THE SUPER APP..... | 10 |
|--------------------|----|

| | |
|-------------------------------------|----|
| SUPER APP SUBMISSION CHECKLIST..... | 12 |
|-------------------------------------|----|

| | |
|---|----|
| COMPREHENSIVE INTERVENTION REQUIRED AND URGENT INTERVENTION REQUIRED STRATEGY APPROVAL AND FUNDING..... | 13 |
|---|----|

| | |
|------------------------|----|
| APPROVAL TIMELINE..... | 16 |
|------------------------|----|

| | |
|--|----|
| APPENDIX A: SUPER APP STRATEGY AND FUNDING GUIDANCE | 17 |
|--|----|

| | |
|---|----|
| APPENDIX B: PROGRAM SPECIFIC QUESTIONS | 25 |
|---|----|

INTRODUCTION AND OVERVIEW

Each year, school systems build a plan for how to improve student learning for the coming year. This process involves reviewing student achievement and student progress, establishing priorities, and building a budget aligned to these priorities using all available funding sources.

In an effort to support school systems with this process, the Louisiana Department of Education (LDOE) has consolidated three processes that historically have been separate: 1. school system planning; 2. the budgeting process for federal formula funds; and 3. the applications for competitive funds, into one unified process. Starting in the 2018-2019 school year, in preparation for the 2019-2020 school year, school systems will build one plan, grounded in the School System Planning Framework, and use one application to access most of their federal formula and competitive funds.

LDOE has produced the following resources in support of the 2019-2020 School System Planning process:

- 1. SCHOOL SYSTEM PLANNING FRAMEWORK:** The [School System Planning Framework](#) will serve as the primary planning tool for school systems. The Framework includes the key priorities the LDOE has established over the past six years in partnership with school systems. School systems should use this Framework to identify their own priorities for student improvement.
- 2. SUPER APP:** The Super App is an online application that communicates school system priorities for the 2019-2020 school year and consolidates the process for approval of formula and competitive funds. The Super App is submitted through eGMS, though the LDOE has created an editable [Super App Workbook](#) for planning purposes.
- 3. SCHOOL SYSTEM PLANNING GUIDE:** The School System Planning Guide provides crucial guidance on how a school system will build a plan and submit a Super App for formula and competitive funds to support that plan. This includes the additional resources needed to build a plan that aligns to priorities highlighted in the Framework, including a [checklist](#) that outlines the process that school systems should follow to complete a Super App.

The table below illustrates the plans and budgets that will be consolidated into the Super App.

| GRANTS INCLUDED IN SUPER APP | GRANTS EXCLUDED FROM SUPER APP |
|--|--|
| <ul style="list-style-type: none">• ESSA¹• IDEA• Carl Perkins• School Redesign• SRCL• SPDG• TIF• JAG• LA4² | <ul style="list-style-type: none">• High Cost Services• Education Excellence Fund (EEF)• Charter School Planning• Early Childhood Lead Agency• Migrant• McKinney-Vento• Believe & Prepare Formula Transition (Resident Stipends)• Team Nutrition Grants |

For grants that are not included, processes for applying for and accessing funds remain the same as in prior years. School systems should reach out to LDOE.GrantsHelpdesk@la.gov with any questions and include “Super App” in the subject line of the message.

¹ Except Migrant and McKinney-Vento.

² LA4 funds will be awarded through the Early Childhood Consolidated Funding Request and will be allocated through the Super App upon final passage of the state budget.



2019-2020 SCHOOL SYSTEM PLANNING FRAMEWORK

The School System Planning Framework is the primary planning tool for LEAs. The Framework organizes the LDOE's most important priorities into four domains: Core Academics, Students with Diverse Needs, Workforce Talent, and LEA Systems.

- 1. CORE ACADEMICS:** To see improvement, struggling schools have a strong and coherent academic foundation including a plan for curriculum, assessment, and teacher professional development across all grade levels and core content areas, including for birth to four year olds. This includes a plan for ensuring students have access to advanced coursework, career education, and strong academic counseling.
 - 2. STUDENTS WITH DIVERSE NEEDS:** Schools address the unique needs of English learners (ELs) and students with disabilities. School systems plan for early and accurate identification, aligned intervention, and instruction, and protocols for program exits as appropriate. Schools also focus on reducing rates of out-of-school suspensions.
 - 3. WORKFORCE TALENT:** Many school systems face the challenge of recruiting, hiring, supporting, and retaining top talent that can meet the needs of students. School systems implement strategies to identify, recruit, retain, coach, and compensate top talent—especially in high-needs schools and high-needs content areas.
 - 4. LEA SYSTEMS:** School systems organize themselves in a manner that helps struggling schools to improve. School systems with five or more struggling schools may consider creating an improvement zone. School systems can increase choice for families by establishing a unified enrollment system and/or shifting attendance zones, establishing new programs, and authorizing charter schools. School systems participate in processes that increase access to and the quality of early childhood programs.
-

Each domain is further subdivided into between five to seven indicators. These indicators are aligned to the key decisions school systems will make to plan for the upcoming school year and these decisions are articulated in the form of questions that school systems will answer in the Super App.

The completion of questions connected to the Framework via the Super App is the equivalent of the School System Plan that replaces required LEA plans for formula and competitive dollars.

School systems must still meet the requirements of Title I school wide plans, although these plans should be aligned to the strategies outlined in the school system's Super App, especially if the schools are identified as CIR or UIR.

Each domain has resources available to help school systems make decisions about each indicator. Additional guidance on responding to questions and applying for competitive funding is in [Appendix A](#).

| CORE ACADEMICS | | | |
|--|--|--|---|
| ROW | AREA OF FOCUS | INDICATORS | APPLICATION QUESTION(S) |
| CA1 | High-Quality Curricula | Teachers in all grade levels and core content areas have access to and implement a Tier 1 curriculum. | 1. Which curricula will be used in each grade level? (include specific ELA and math curricula) |
| CA2 | High-Quality Teacher Professional Development | Teachers in all grade levels and core content areas receive start-of-school curriculum-based training as well as ongoing curriculum-embedded training and support during the school year from a high-quality vendor. | 1. Which partner(s) will provide teacher professional development on the curricula? |
| CA3 | High-Quality Assessments | Teachers use high-quality curriculum-embedded assessments and/or high-quality interim assessments to plan for individual needs of students. | 1. Which assessments are used in ELA and math at each grade level? |
| CA4 | Post-Graduation Preparation | All students are achieving a statewide basic or advanced credential through advanced coursework or Jump Start coursework and internships. All students have a funded post-secondary option identified upon graduation. | 1. Will the school system expand access to statewide Jump Start pathways at CIR and UIR schools? If yes, please identify the pathway(s) to be added. Include whether the school system plans to identify a partner, and, if so, who the partner will be. 2. Will the school system expand access to statewide Jump Start internships at CIR and UIR schools? If yes, please identify the number of additional students who will participate in internships. 3. Will the school system expand TOPS-aligned and Jump Start-aligned college credit course offerings in CIR and UIR schools? If yes, please identify the college course offerings to be added. 4. Which post-secondary planning partners will the school system use to support financial aid planning? |
| CA5 | Middle and High School Academic Counseling | Every high school student has an individualized plan to graduation and at least two touchpoints with an adult each school year on the progress towards achieving that plan. | 1. Which student support planning partner(s) will be used to help plan for graduation? 2. Will the student support planning partner(s) identified above work with all CIR and UIR schools? If no, explain. 3. Which dropout prevention program(s) will be used? 4. Will the program(s) identified above be placed in all CIR and UIR schools? If no, explain. 5. If the school system is planning to use JAG, name the schools at which JAG will be used. |
| RESOURCES | | | |
| <div> <ul style="list-style-type: none"> Instructional Material Reviews Professional Development Vendor Guide K-3 Assessment Guidance LEAP 360 K-2 Pairing Foundations and ELA Resources Johns Hopkins High School Redesign Approval and Funding Criteria </div> <div> <ul style="list-style-type: none"> LEAP 2025 Jump Start Graduation Pathways Graduation Requirements The State of Financial Aid in Louisiana What is Job's for America's Graduations-Louisiana (JAG-LA)? Post-Secondary Planning Partners STEM Pathways Briefs </div> | | | |

STUDENTS WITH DIVERSE NEEDS

| ROW | AREA OF FOCUS | INDICATORS | APPLICATION QUESTION(S) |
|------|---|---|--|
| SDN1 | High-Quality Instruction for English Learners | English learners access on-grade level content with their peers through the use of embedded supports within a high-quality curriculum. Newly arrived immigrants and struggling students receive unique language intervention only as needed. | <ol style="list-style-type: none"> 1. Will the curricula proposed in row CA1 be used to instruct and support EL students? If no, please list curricula used. 2. Will the professional development partner(s) proposed in row CA2 be used to train all teachers on how to implement curriculum that supports EL students? If no, please list professional development used. 3. Will any additional EL supports for students be provided beyond what is proposed in rows CA1 and CA2? If yes, please describe those supports. |
| SDN2 | School Models that Support English Learners | In school systems with high concentrations of English learners, students have access to dual-immersion programming that leads to bi-literacy. | <ol style="list-style-type: none"> 1. Has the school system established a partnership to build a dual immersion program? If yes, identify the dual immersion partner(s). |
| SDN3 | Early + Accurate Identification of Students with Disabilities | School systems coordinate early identification of students suspected of having a disability by choosing and administering a screening assessment to every child upon entry into the system (child care, pre-kindergarten, or kindergarten) and using screening data to make instructional decisions and/or to refer a student for a special education evaluation. | <ol style="list-style-type: none"> 1. What steps will the school system take to identify students who have disabilities early and accurately? What screening tool will be used? How will the school system work with community partners to screen children ages 3-5? |
| SDN4 | High-Quality Instruction for Students with Disabilities | Students with disabilities access on-grade level content with their peers through the use of embedded supports within a high-quality curriculum. Students receive individualized support and instructional programs based on the unique needs identified in their IEPs. | <ol style="list-style-type: none"> 1. Will the curricula proposed in row CA1 be used to instruct and support students with disabilities? If no, please list curricula used. 2. Will the professional development partner(s) proposed in row CA2 be used to train all teachers on how to implement curriculum that supports students with disabilities? If no, please list professional development used. 3. Will anything additional be provided to support students with disabilities beyond what is proposed in rows CA1 and CA2? If yes, please describe those supports. |
| SDN5 | Specialized Supports + Related Services for Students with Disabilities | Students have specialized supports and related services that provide them with the tools they need to access high-quality curriculum. | <ol style="list-style-type: none"> 1. What is the school system's plan for specialized supports and related services for students with disabilities? |

STUDENTS WITH DIVERSE NEEDS

| ROW | AREA OF FOCUS | INDICATORS | APPLICATION QUESTION(S) |
|------|---|---|---|
| SDN6 | Coordinated Transitions for Students with Disabilities | <p>Each school system effectively coordinates supports to ensure students with disabilities successfully navigate key transition points, including grade level changes PK-12, change in educational settings (e.g. LRE and alternate setting), and exit from special education services, when appropriate.</p> <p>All students have ambitious and measurable post-secondary transition goals that prepare them for success in post-secondary education, employment, or independent living. School systems align supports, build structures with community partners, and provide educational experiences to ensure students meet these goals in a timely manner.</p> | <p>1. What is the school system's plan for coordinated transitions for students with disabilities? Include any partners the system has identified to support Jump Start internships for these students.</p> |
| SDN7 | Evidence-Based Behavior Interventions | <p>All students, across traditional schools and alternative education sites, experience a multi-tier system of supports that have a focus on keeping students in class and in school. All teachers and administrators are equipped and prepared to respond to student behavior effectively using evidence-based practices as part of this system.</p> | <p>1. What behavior intervention partner(s) will work with the school system to build a multi-tier system of supports?</p> <p>2. Will the multi-tier system of supports identified above be implemented at all CIR and UIR schools? If no, explain.</p> |

RESOURCES

- [EL Guidebook-Changing Educational Outcomes](#)
- [LDOE Guidebook Diverse Learners Guide](#)
- [Eureka Remediation Tools](#)
- [Professional Development Vendor Guide](#)
- [Strategies for Supporting Diverse Learners in ELA and Math](#)
- [Supporting Diverse Learners in ELA](#)
- [Strategies for Success: A Guidebook for Supporting Students with Disabilities](#)
- [K-3 Assessment Guidance](#)
- [Developmental Screenings Guidebook](#)
- [PK Through Third Grade Guidebook](#)
- [LDOE Behavior Intervention Vendor Guide](#)

| WORKFORCE TALENT | | | |
|---|--|--|--|
| ROW | AREA OF FOCUS | INDICATORS | APPLICATION QUESTION(S) |
| WT1 | Teacher Pipeline | The school system has identified teacher workforce needs in advance and has an established MOU with a teacher preparation provider that matches this need. The LEA has an educator compensation plan that is designed to recruit and retain educators in high-needs schools and high-needs content areas. | <ol style="list-style-type: none"> 1. List the top three most significant educator workforce needs across the CIR and UIR schools in the school system. Which preparation provider(s) will work with the school system to meet those needs? For each preparation provider, indicate if a signed MOU is in place. 2. Will the school system offer additional compensation for teaching high-need subject areas? 3. Will the school system offer additional compensation for teaching in schools that are difficult to staff? |
| WT2 | Educator Leadership and Advancement | Content Leaders and Mentor Teachers provide additional leadership capacity to schools. Trained Mentor Teachers are matched to residents and new teachers and provide coaching to these teachers during the school day. ELA and math Content Leaders provide content- and curriculum-specific training to fellow teachers. Intervention Content Leaders are trained to support schools to build a strong intervention model. CIR and UIR schools should prioritize building this capacity within their buildings. | <ol style="list-style-type: none"> 1. How many new Mentor Teachers will participate in state Mentor Teacher training? How many existing Mentor Teachers will support undergraduate residents and Post-Bac candidates? 2. How many new state-trained Content Leaders will the school system add? 3. Who will provide support for Mentor Teachers and Content Leaders in the school system? |
| WT3 | Principal Pipeline | The school system has identified principal and assistant principal needs over the next two years and has a pool of qualified applicants from within the school system. | <ol style="list-style-type: none"> 1. How many principal and assistant principal vacancies are anticipated in the school system over the next two years? 2. What is the extent of the school system's internal leadership pipeline? (assistant principals in coaching, # trained Mentor Teachers, # trained Content Leaders) 3. What is the school system's plan for meeting principal workforce needs? |
| WT4 | High-Quality Principal Support | Principals, particularly those at CIR schools, participate in a high-quality principal support program. | <ol style="list-style-type: none"> 1. Who will provide principal coaching in the school system? How many principals and assistant principals will participate in this training? 2. Will the vendors listed above provide coaching for all CIR and UIR schools? If no, please explain. |
| WT5 | Educator Evaluation and Support | Every teacher and principal has established goals for the year and has at least two touchpoints with a supervisor on progress towards goals. All teachers and principals receive a final annual evaluation. | <ol style="list-style-type: none"> 1. Who at the school system-level will be responsible for developing the school system's strategy for annual teacher and principal goal-setting? 2. Who at the school system-level will be responsible for ensuring that all struggling teachers and principals across the school system have a plan for support? |
| RESOURCES | | | |
| <ul style="list-style-type: none"> • Sample Teacher Prep Provider MOU • Content Leader Webpage • Mentor Teacher Webpage • Intervention Content Leader Guidance • Mentor Teacher Recruitment and Training Guidance • Louisiana Principal Fellowship Program Guide • Compass Professional Growth Plan Guidance | | | |

LEA SYSTEMS

| ROW | AREA OF FOCUS | INDICATORS | APPLICATION QUESTION(S) |
|--|---|--|---|
| LS1 | Concentrated Resources in Low-Performing Schools/Centers | The school system identifies a zone of low-performing schools and early childhood centers that embodies the six characteristics of a Transformation Zone. | <div>1. Will the school system work with an external partner to build a staffing and scheduling model?</div> <div>2. [New zones only] Identify the school system's zone leader and explain how the school system will achieve each of the six characteristics of a Transformation Zone:<div><div>1) School system's zone leader</div><div>2) Goals specific to student achievement, graduation & school staffing</div><div>3) Zone leadership responsible for achievement in all zone schools</div><div>4) High-quality implementation of curriculum</div><div>5) Talent strategy that attracts and retains top talent in the zone schools</div><div>6) External advisory committee to guide goal setting and oversight of progress</div><div>7) Expansion of high-quality seats and consolidation of low quality seats</div></div></div> |
| LS2 | Increased Access to High-Quality Options | The school system increases access to high-performing schools across the system for those students currently zoned to low-performing schools. | <div>1. How is the school system increasing access to high-performing schools?</div> |
| | Community Network Engagement | School system leaders prioritize early childhood education as part of an overall improvement strategy and actively engage in supporting quality and access across the community. | School systems submitted their plan for Early Childhood for 2019-20 via the Early Childhood Coordinated Funding Request. |
| | Early Childhood Access | The school system participates in child count, the community coordinated funding request, and coordinated enrollment planning for the early childhood community network. All potential local, state, and federal funding sources are considered and a spending strategy is employed that expands the total number of available seats in the community network. | |
| | Early Childhood Quality | The school system ensures that central office and site administrators are trained on reliability on the CLASS observation tool, that teachers receive observation feedback, and use results to support staff improvement. | |
| RESOURCES | | | |
| <div><div>• Charter Authorization Process for Local School Districts</div><div>• Transformation Zone One-pager</div></div> | | | |

THE SUPER APP

The Super App exists on the eGMS platform and is the single application that, when approved, unlocks the school system's access to federal formula and competitive dollars. The application is organized into five sections. Charter CMOs must complete and submit a Super App for each LEA.

THE FIVE SECTIONS ARE:

1. Administration
2. School System Planning: Core Academics
3. School System Planning: Diverse Needs
4. School System Planning: Workforce Talent
5. School System Planning: LEA Systems

Detail about each of the sections is provided below. Every LEA should complete every section and every question within each section. School systems must complete every box within the Super App. In the event a particular question or funding request box is not relevant, please check or respond with N/A and enter 0 for funding amounts.



SECTION 1: ADMINISTRATION

Because Super App replaces several applications for federal formula funds, school systems must complete Administration within the Super App to meet compliance requirements. This section of Super App also allows LEAs to transfer allocations where allowable, set-aside amounts for priorities, and braid funding sources to support activities within each domain.

Administration includes the following:

- **Allocation Transfers** - Allows LEAs to transfer Title II and Title IV funds.
- **ESSA Program Pages** - This section guides LEAs through program questions for Titles I and IVA, including rank and serve determinations and set-asides.
- **Coordinated Early Intervening Services (CEIS)/ IDEA MOE** - LEAs required to or that choose to set-aside up to 15 percent of IDEA funds for CEIS must complete this page.
- **Nonpublic Schools** - This section is only applicable to the 69 geographical LEAs responsible for serving nonpublic schools, and it has two parts. For the February 1 deadline, LEAs will need to determine the equitable and proportionate shares for ESSA and IDEA. Following consultation in the spring, LEAs will complete the Nonpublic Budget detail.
- **Allocation Summary** - This page displays all allocations available in Super App, including prior year funds. Federal formula allocations for ESSA, IDEA, and Carl Perkins will be available by December 2018. Competitive allocations will be available after April BESE. LEAs must record how they want to invest funds across domains before they can complete the budget detail for any domain.

SECTIONS 2 THROUGH 5: SCHOOL SYSTEM PLANNING

These sections of the Super App are organized to match the School System Planning Framework. Completing the questions in these sections of the Super App fulfills the requirements of each of the plans school systems are required to complete for formula funds.

The School System Planning sections of the Super App will provide a place for school systems to:

- **Planning Questions:** Answer questions about how the school system is planning to implement the 2019-2020 funding priorities outlined in the Planning Framework
- **Funding Investments and Requests:** Share the investment the school system is making in those priorities with its state, local and federal formula funds and request any competitive funding needed to implement those priorities
- **Program Specific Questions:** Answer any program questions required by specific grant programs
- **Budget Detail:** Budget all allocations according to the four domains in the Planning Framework

PLANNING QUESTIONS

Within each of the four sections of the application, which are aligned to each of the four domains of the School System Planning Framework, school systems will be asked to answer questions that communicate strategies for school improvement. The responses to these questions will help the LDOE understand each school system's priorities and, where applicable, will provide the LDOE with the information necessary to make competitive funding decisions. These questions are included in the [School System Planning Framework](#).

The LDOE has developed a list of resources that can help school systems respond to these questions.

- Resources to assist school systems in answering planning questions are found within the [Planning Framework](#).
- Planning questions, along with question-specific data and guidance, are found in [Appendix A](#).
- [The Super App Workbook](#), an editable version of the application, can be used to draft answers for entry into eGMS.

FUNDING INVESTMENTS AND REQUESTS

Once each Super App question is answered, school systems will:

- Identify the financial commitment the school system is making toward these strategies. School systems may identify state and local funding sources, federal formula grants, or other available funding for investment.
- Where appropriate, identify the competitive funds that the school system is requesting of the LDOE to support these strategies. The application will only ask for funding requests when competitive funds are available to support a particular priority.

This structure ensures that school systems are allocating all available funds in support of the school system's priorities. For information on the LDOE's funding priorities, see [Appendix A](#).

School systems will receive all competitive funding that has been committed to them as part of multi-year SPDG, SRCL, and TIF grants. School systems should not budget for or make requests for this funding in the Super App.

PROGRAM SPECIFIC QUESTIONS

Some grant programs, including Carl Perkins, Direct Student Services, and Jobs for America's Graduates, require additional questions. These questions are listed under the "Program Specific" tab within each domain. Questions for those programs can be found in [Appendix B](#).

BUDGET DETAIL

The 2019-2020 budget detail within Super App will be organized by the domains in the School System Planning Framework to better facilitate budgeting according to programmatic plans.

By early December, school systems will receive initial estimated allocations of 85 percent of the prior year's ESSA, IDEA, and Carl Perkins funds. Any investment of formula funds identified in the funding request tabs must be accounted for in the budget detail.

There will be budget details for each domain, with separate details for the student groups within the Students with Diverse Needs domain:

- Core Academics
- Diverse Learners - English Learners and Discipline
- Diverse Learners - Students with Disabilities
- Workforce Talent
- LEA Systems

APPROVAL PROCESS

The Department will grant two types of approval.

1. Approval of the Super App

As in prior years, LDOE staff will review school system budgets to ensure that each expenditure is allowable under the grant. Applications that meet those standards will be approved. Expenses that are not allowable will require revision. Approval of the school system's Super App will be the equivalent to the approval of the following: ESSA, IDEA, Carl Perkins, and any other competitive allocations included in Super App.

2. Approval of CIR/UIR Strategy





LDOE staff will review the appropriate questions within the Super App to approve a school system's CIR and UIR plan and may grant competitive funds to support this work.

All school systems are required to have an approved School System Plan. All school systems with any CIR or UIR school must have an approved CIR/UIR strategy.




SUPER APP SUBMISSION CHECKLIST

School systems should use this document, along with associated resources and assistance from network teams, to create and submit a successful Super App. Throughout each step of the process, school systems should work closely with the superintendent, principals, and relevant stakeholders to prepare their plan for submission.



STEP 1: ESTABLISH A TEAM AND SET MEETING SCHEDULE FOR DEVELOPING AND SUBMITTING THE SUPER APP

| KEY ACTIONS | | COMPLETED BY |
|---|---|--------------|
|  | Build Team: School system leadership creates a planning team responsible for completing the Super App. The team should have decision-making authority and expertise in the following areas: academic content, assessment, high school programming, workforce talent, diverse student populations, federal grant programs, budgeting and finance. | November 30 |
|  | Assign Planning Lead: School system leadership selects a planning lead to oversee and coordinate the planning process. The planning lead is responsible for setting and facilitating a schedule of regular planning meetings to ensure timely completion of the Super App. | November 30 |
|  | Assign CIR/UIR Team Lead(s): School system leadership selects a team member to coordinate among decision-makers to complete the CIR/UIR components of the plan and funding requests. | November 30 |
|  | Assign Super App Workbook Responsibilities: Planning lead determines the team members responsible for completing each application section in the Super App Workbook and communicates assignments to the team. | November 30 |

STEP 2: DEVELOP PLAN AND APPLICATION FOR FUNDING FOR SUPER APP

| KEY ACTIONS | | PLANNING RESOURCES | COMPLETED BY |
|---|---|--|--------------|
|  | Conduct Planning Team Meeting To Review Data And Select Strategies: Planning team 1) reviews data to determine areas for improvement, in particular the performance of schools identified as CIR/UIR; and 2) reviews the School System Planning Framework and selects relevant strategies from each domain to address those improvement areas. | School System Planning Framework Super App Workbook Appendix A: Strategy and Funding Guidance Funding Guide | December |
|  | Conduct Planning Team Meeting To Develop Funding Proposal: Based on data review and strategies selected, planning team considers available funds and develops proposal for budget priorities and competitive funding requests. | | |
|  | Conduct Planning Team Meeting(s) To Complete Super App Workbook: Based on strategy discussion and funding proposal, planning team develops and enters answers to all application questions in the Super App Workbook. | | |

STEP 3: SUBMIT PLAN AND APPLICATION FOR FUNDING IN SUPER APP

| KEY ACTIONS | | PLANNING RESOURCES | COMPLETED BY |
|---|--|------------------------------------|--------------|
|  | Enter Data In Super App (eGMS): Planning lead and school system leadership select one person to complete the Super App in eGMS. This team member enters answers from the Super App Workbook into eGMS. | Super App Workbook | January 25 |
|  | Verify Information: Once all information has been entered in the Super App, the planning lead verifies accuracy and receives approval from school system leadership. Planning lead ensures submission of the application by due date. | | February 1 |

School systems with questions about completing the Super App can email LDOE.GrantsHelpDesk@la.gov.

COMPREHENSIVE INTERVENTION REQUIRED AND URGENT INTERVENTION REQUIRED STRATEGY APPROVAL AND FUNDING

The Every Student Succeeds Act (ESSA) requires school systems to develop improvement strategies for their struggling schools and to submit those strategies to the state. The state is responsible for approving or rejecting these strategies and ultimately intervening if school improvement efforts fail.

In 2017-2018, the first year under ESSA, 85 school systems submitted plans to improve their struggling schools to the state through the school redesign process, and as a result, school systems are implementing high-quality plans to improve 274 schools in 2018-2019.

IDENTIFYING STRUGGLING SCHOOLS

Under ESSA, in 2018-2019 Louisiana school systems must plan for three types of struggling schools, which are defined as follows. See the [list of struggling schools](#) in each school system.

1. COMPREHENSIVE INTERVENTION REQUIRED (CIR):

- Schools that have been D- or F-rated for three consecutive years or two years for new schools
- Schools that have a graduation rate less than 67 percent

2. URGENT INTERVENTION REQUIRED FOR ACADEMICS (UIR ACADEMICS):

- Schools earned a score for one or more student groups that is equivalent to an “F” for at least two years

3. URGENT INTERVENTION REQUIRED FOR DISCIPLINE (UIR DISCIPLINE):

- The out-of-school suspension rate is two times the national average for the past three years (5.2 percent for grades PK-4 or 20.2 percent for grades 5-12)

In order to have demonstrated sufficient improvement to exit struggling school status, schools must meet the following criteria for two consecutive years. Thus, schools that have met exit criteria for only one year are still on the list.

| LABEL | EXIT CRITERIA |
|----------------|---|
| CIR | School is C-rated for at least two consecutive years |
| UIR Academics | Student group score is equivalent to a “D” for at least two consecutive years |
| UIR Discipline | Out-of-school suspension rate is less than twice the national average for two consecutive years |

MANAGING SCHOOLS WITH MULTIPLE LABELS

While any individual school may have multiple designations, each school should focus on the designation that impacts the most students within the school. In other words, a school that is identified as being both CIR and UIR Academics should focus on a CIR plan. A school that is UIR Academics and UIR Discipline should focus on the plan for UIR Academics.

Ultimately, this means a school system may be managing multiple strategies across schools that are focused on CIR, UIR Academics, or UIR Discipline. A school, though, should only be focused on the one strategy that will have the most significant impact on the school.

THE CIR AND UIR ACADEMICS STRATEGY

A growing body of research suggests that in order for students to achieve grade level standards:

1. All students should access on-grade-level instruction every day through a high-quality curriculum in the least restrictive environment.
2. Intervention should supplement instruction and accelerate student progress by preparing students for new learning.
3. All teachers who support struggling learners, including but not limited to general education, special education, English learners, and intervention teachers, should be trained on the curriculum and should plan in a coordinated way to ensure all students are prepared for Tier 1 content during core instruction.

Given this, in order to achieve an approved and funded plan, the school system must first focus on ensuring every student gains access to a high-quality curriculum and ensure that all teachers are supported to deliver that curriculum. The school system should ensure that within the Super App it has included:

1. Tier 1 curriculum in ELA and math for all grade levels in the designated schools
2. Professional development for all teachers, including teachers who serve students with special needs and English language learners, on the curriculum from a [high-quality vendor provider](#)
3. At least one high-quality assessment for each grade level in ELA and math
4. Partnerships with teacher preparation programs to meet these schools' greatest needs
5. At CIR schools:
 - At least one Mentor Teacher to support new and resident teachers
 - One ELA and one math Content Leader who will receive training on how to support their peers with strong implementation of the curriculum
6. At UIR Academics schools:
 - An administrator and a teacher to participate in the Intervention Content Leaders program that will focus on supporting schools to build a strong intervention model that engages all teachers within the school building

If all of these criteria are met, the school system will have an approved and funded plan. If these criteria are not met, the school system may have an approved, but not funded, plan.

In order to determine whether the school system's CIR and UIR strategies have achieved the bar for approval and funding, the LDOE will review the questions within the Super App that correspond to each criteria listed above.

| QUESTION | APPROVAL CRITERIA | FUNDING CRITERIA | ELIGIBLE FOR FUNDING |
|----------|---|--|--|
| CA1.1 | No more than one curriculum per grade in math. In ELA school systems must pair a foundational skills curriculum with an ELA curriculum in K-2 ELA if the ELA curriculum does not have a foundational skills component. In ELA, school systems may include a foundational skills curriculum in all other grades. | Tier 1 curriculum in each grade in ELA and math | Tier 1 curriculum in a school or grade band that is not using Tier 1 curriculum in 2018-2019 |
| CA2.1 | Professional development on the curriculum in each grade level for ELA and math | Professional development from vendors in the LDOE's vendor guide for each Tier 1 curriculum in each grade level for ELA and math | PD on the curriculum from vendors in the LDOE's vendor guide |
| CA3.1 | At least one assessment for each grade level in ELA and math. | Tier 1 assessments or LEAP 360 in each grade level in ELA and math | Tier 1 assessments |
| WT1.1 | A partnership with a teacher preparation program that places residents in struggling schools | Partnerships to meet all three teacher pipeline needs identified by the system with providers that are approved to prepare teachers in the area of each need | |

| QUESTION | APPROVAL CRITERIA | FUNDING CRITERIA | ELIGIBLE FOR FUNDING |
|----------|---|--|---|
| WT2.1 | At least one existing Mentor Teacher or Mentor Teacher to be trained at each CIR school | At least one existing Mentor Teacher or Mentor Teacher to be trained at each CIR school | Stipends for existing Mentor Teachers |
| WT2.2 | Two trained Content Leaders or Content Leaders to be trained at each school, including: <ul style="list-style-type: none"> At each CIR school: one ELA and one math Content Leader At each UIR Academics school: one administrator and one teacher to participate in the Intervention Content Leaders program | Two trained Content Leaders or Content Leaders to be trained at each school, including: <ul style="list-style-type: none"> At each CIR school: one ELA and one math Content Leader At each school with a UIR Academics label: one administrator and one teacher to participate in the Intervention Content Leaders program | Training fees and stipends for Content Leader candidates |
| WT4.1 | | | Tuition for principals to participate in the Louisiana Principal Fellowship program |

THE UIR DISCIPLINE STRATEGY

In instances where schools have high suspension rates, the school system should select a partner with whom to develop a strategy specific to the needs of the school. The Department will initially offer planning grants to support school systems in building this strategy and then approve their strategies in Summer 2019.

School systems will submit their behavioral intervention strategies in a [template](#) that will be available on November 30, 2018. Strategies will be due on June 24, 2019 and will be considered for approval and funding at the August BESE meeting.

- **STAGE 1:** In the Super App (SDN7.1), school systems should identify which partner amongst those listed in the Behavior Intervention Vendor Guide will support each UIR Discipline school to build a plan. In the first stage school systems will identify a partner to help the system develop a strategy to improve student behavior. School systems that identify a partner in the LDOE's Behavior Intervention Vendor Guide may request funds for a planning grant to support this work.
- **STAGE 2:** Once the school system has engaged a high-quality partner, the Department will review the strategy developed by the school system and the partner. That plan will be due on Monday, June 24, 2019 and will be eligible for further competitive funds.

JOHNS HOPKINS HIGH SCHOOL REDESIGN COHORT STRATEGY APPROVAL AND FUNDING

In the spring, struggling Louisiana high schools applied to the Department and were accepted to participate in a high school redesign pilot in which they partnered with Johns Hopkins University to identify high school specific improvement strategies for supporting students to achieve college and/or a professional career.

Research from Johns Hopkins suggests that high-quality high school redesign strategies consist of improvements in four areas: teaching and learning, the organization of adults in the building, post-secondary pathways, and student supports. The Department will approve high school redesign strategies that meet a set of criteria in these areas and award competitive funds if these criteria are met.

School systems will submit their Johns Hopkins high school redesign strategy, using the [guidance provided by the Department](#), by uploading those strategies in the space provided in the Core Academics section of the Super App.

JOBS FOR AMERICA'S GRADUATES (JAG)

JAG programs provide an educational setting that promotes academic and skills attainment, civic responsibility, leadership development, and social awareness that is necessary to become a responsible citizen and productive worker. Competitive JAG funding will be prioritized for CIR and UIR schools with the highest dropout rates.

APPROVAL TIMELINE



APPENDIX A:

SUPER APP STRATEGY AND FUNDING GUIDANCE

| CORE ACADEMICS | | | | |
|----------------|---|---|--|---|
| QUESTION | AREA OF FOCUS | QUESTION | STRATEGY GUIDANCE | COMPETITIVE FUNDING GUIDANCE |
| CA1.1 | High-Quality Curricula | Which curricula will be used in each grade level? (include specific ELA and math curricula) | <p>School systems should identify each curriculum they plan to use in a separate row, adding rows if necessary.</p> <p>In order to receive competitive funding, schools systems with CIR and/or UIR Academics schools must include Tier 1 curriculum in each grade in ELA and math. In ELA, school systems must pair a foundational skills curriculum with an ELA curriculum in K-2 if the ELA curriculum does not include this.</p> | <p>School systems may request competitive funds to support the purchase of new Tier 1 curriculum materials at CIR and UIR Academics schools where a Tier 1 curriculum was not previously in place.</p> <p>In 2017-2018 the state allocated \$33,000 per school, on average, to support the purchase of new Tier 1 curriculum materials. This amount is not a guarantee for what the Department can fund this year but instead, is an approximate to aid school systems with planning.</p> |
| CA2.1 | High-Quality Teacher Professional Development | Which partner(s) will provide teacher professional development on the curricula? | <p>School systems should identify the vendors with which they will partner to provide curriculum-aligned professional development for each curriculum listed in response CA1.1. School systems partnering with NIET to implement TAP should identify NIET in response to this question along with curriculum specific vendors.</p> <p>In order to receive competitive funding, school systems with CIR and/or UIR Academics schools must include professional development from vendors in the LDOE's vendor guide for each Tier 1 curriculum in each grade level for ELA and math.</p> | <p>Funds may be requested for professional development on Tier 1 curriculum at CIR and UIR Academics schools that is conducted by a vendor in the PD Vendor Guide.</p> <p>School systems that intend to use Title III or IDEA formula funds to pay for any portion of the professional development cost should indicate this in the Students with Diverse Needs section in questions SDN1.2 and SDN4.2.</p> <p>In 2017-2018, the Department allocated \$30,000 per school, on average, to support high-quality professional development. This amount is not a guarantee for what the Department can fund this year but instead, is an approximate to aid with planning.</p> |
| CA3.1 | High-Quality Assessments | Which assessments are used in ELA and math at each grade level? | <p>For each grade band, school systems should list all assessments they will use, including screeners, diagnostics, interims, and curriculum-embedded assessments.</p> <p>In order to receive competitive funding, school systems with CIR and/or UIR Academics schools must include at least one Tier 1 assessment or LEAP 360 in each grade level in ELA and math.</p> | <p>Funds may only be requested for Tier 1 assessment materials at CIR and UIR Academics schools.</p> |

CORE ACADEMICS

| QUESTION | AREA OF FOCUS | QUESTION | STRATEGY GUIDANCE | COMPETITIVE FUNDING GUIDANCE |
|----------|--|---|--|--|
| CA4.1 | Post-Graduation Preparation | Will the school system expand access to statewide Jump Start pathways at CIR and UIR schools? If yes, please identify the pathway(s) to be added. Include whether the school system plans to identify a partner, and, if so, who the partner will be. | School systems should check "yes" if the system will add new statewide Jump Start pathways that are not currently available at CIR and UIR schools, expand statewide Jump Start pathways to CIR and UIR schools that do not currently offer those pathways, or expand the number of seats in statewide Jump Start pathways at CIR and UIR schools. | N/A |
| CA4.2 | | Will the school system expand access to statewide Jump Start internships at CIR and UIR schools? If yes, please identify the number of additional students who will participate in internships. | School systems should check "yes" if the system will increase the number of students at CIR and UIR schools who participate in statewide Jump Start internships. | N/A |
| CA4.3 | | Will the school system expand TOPS-aligned and Jump Start-aligned college credit course offerings in CIR and UIR schools? If yes, please identify the college course offerings to be added. | School systems should check "yes" if the system will add TOPS-aligned and Jump Start aligned college credit course offerings that are not currently available at CIR and UIR schools or expand these course offerings to CIR and UIR schools in which they are not currently offered, | N/A |
| CA4.4 | | Which post-secondary planning partners will the school system use to support financial aid planning? | School systems should identify financial aid planning support partners to assist students and parents in completing FAFSA's to fund post-secondary opportunities, adding rows if necessary. | N/A |
| CA5.1 | Middle and High School Academic Counseling | Which student support planning partner(s) will be used to help plan for graduation? | School systems should identify counseling intermediaries to assist with student college and career planning, adding rows if necessary. | N/A |
| CA5.2 | | Will the student support planning partner(s) identified above work with all CIR and UIR schools? If no, explain. | School systems should check "yes" if the planning partner(s) identified in CA5.1 will work with all CIR and UIR middle and high schools. | N/A |
| CA5.3 | | Which dropout prevention program(s) will be used? | School systems should identify the name(s) of the dropout prevention program(s) they will use, adding rows if necessary. | N/A |
| CA5.4 | | Will the program(s) identified above be placed in all CIR and UIR schools? If no, explain. | School systems should check "yes" if the program(s) identified in CA5.3 will be placed in all CIR and UIR middle and high schools. | School Systems may request up to \$50,000 per school in JAG competitive funding to support program implementation at middle and high schools. Funding will be prioritized based on CIR and UIR status and school drop-out rates. |
| CA5.5 | | If the school system is planning to use JAG, name the schools at which JAG will be used. | School systems should list the names of schools at which they are proposing to use JAG. | N/A |

| RELEVANT DATA AND ARTIFACTS | |
|--|--|
| 1. Overall achievement and growth on LEAP 2025 2. LEAP 360 Usage 3. Statewide Jump Start Pathways, AP courses, and Dual Enrollment courses offered | 4. FAFSA completion rates 5. Graduation Rate 6. Drop-out rate |
| RESOURCES | |
| <ul style="list-style-type: none">• Instructional Material Reviews• Professional Development Vendor Guide• K-3 Assessment Guidance• LEAP 360• K-2 Pairing Foundations and ELA Resources• Johns Hopkins High School Redesign Approval and Funding Criteria | <ul style="list-style-type: none">• LEAP 2025• Jump Start Graduation Pathways• Graduation Requirements• The State of Financial Aid in Louisiana• What is Job's for America's Graduations-Louisiana (JAG-LA)?• Post-Secondary Planning Partners• STEM Pathways Briefs |

STUDENTS WITH DIVERSE NEEDS

| QUESTION | AREA OF FOCUS | QUESTION | STRATEGY GUIDANCE | COMPETITIVE FUNDING GUIDANCE |
|----------|---|--|---|---|
| SDN1.1 | High-Quality Instruction for English Learners | Will the curricula proposed in row CA1 be used to instruct and support EL students? If no, please list curricula used. | School systems should check "yes" if the curricula identified in CA1.1 will be used to support EL students. | N/A |
| SDN1.2 | | Will the professional development partner(s) proposed in row CA2 be used to train all teachers on how to implement curriculum that supports EL students? If no, please list professional development used. | School systems should check "yes" if the partner(s) identified in CA2.1 will be used to train teachers on how to implement curriculum that supports EL students. | School systems that intend to use Title III formula funds to pay for any portion of the professional development cost, should indicate that here. |
| SDN1.3 | | Will any additional EL supports for students be provided beyond what is proposed in rows CA1 and CA2? If yes, please describe those supports. | School systems should check "yes" if the system will provide EL supports in addition to what is proposed in CA1.1 and CA2.1. | N/A |
| SDN2.1 | School Models that Support English Learners | Has the school system established a partnership to build a dual immersion program? If yes, identify the dual immersion partner(s). | School systems should identify the name of the partner that will be used to build the dual immersion program. | N/A |
| SDN3.1 | Early + Accurate Identification of Students with Disabilities | What steps will the school system take to identify students who have disabilities early and accurately? What screening tool will be used? How will the school system work with community partners to screen children ages 3-5? | School system plans should identify a process for using screening and assessment data to determine when students are struggling and to know when to refer them for special education evaluation. School systems should identify a process for using their pupil appraisal teams to conduct valid and reliable evaluations for special education and related services. | N/A |
| SDN4.1 | High-Quality Instruction for Students with Disabilities | Will the curricula proposed in row CA1 be used to instruct and support students with disabilities? If no, please list curricula used. | School systems should check "yes" if the curricula identified in CA1.1 will be used to support students with disabilities. | N/A |
| SDN4.2 | | Will the professional development partner(s) proposed in row CA2 be used to train all teachers on how to implement curriculum that supports students with disabilities? If no, please list professional development used. | School systems should check "yes" if the partner(s) identified in CA2.1 will be used to train teachers on how to implement curriculum that supports students with disabilities. | School systems that intend to use IDEA formula funds to pay for any portion of the professional development cost, should indicate that here. |
| SDN4.3 | | Will anything additional be provided to support students with disabilities beyond what is proposed in rows CA1 and CA2? If yes, please describe those supports. | School systems should check "yes" if the system will provide supports for students with disabilities in addition to what is proposed in CA1.1 and CA2.1. | N/A |

STUDENTS WITH DIVERSE NEEDS

| QUESTION | AREA OF FOCUS | QUESTION | STRATEGY GUIDANCE | COMPETITIVE FUNDING GUIDANCE |
|----------|--|---|--|--|
| SDN5.1 | Specialized Supports + Related Services for Students with Disabilities | What is the school system's plan for specialized supports and related services for students with disabilities? | School system should identify their process for providing specially designed supports and related services based on the academic and functional needs of each student with a disability. | N/A |
| SDN6.1 | Coordinated Transitions for Students with Disabilities | What is the school system's plan for coordinated transitions for students with disabilities? Include any partners the system has identified to support Jump Start internships for these students. | School system should identify their process for coordinating supports at key transition points throughout pre-K to grade 12 and for preparing students with disabilities for success in post-secondary college, career, or life readiness. In anticipation of potential funding for Jump Start internships for students with disabilities, the Department is attempting to understand what opportunities already exist. | N/A |
| SDN7.1 | Evidence-Based Behavior Interventions | What behavior intervention partner(s) will work with the school system to build a multi-tier system of supports? | School systems should identify the behavioral intervention vendor with which they will partner to design a multi-tier system of support. | School systems with a UIR Discipline labeled school that identify a partner in the LDOE's Behavior Intervention Vendor Guide may request up to \$10,000 in funds for a planning grant to support this work. If the school system is a SAMHSA Project Aware awardee, the SAMHSA grant will fund this planning activity. |
| SDN7.2 | | Will the multi-tier system of supports identified above be implemented at all CIR and UIR schools? If no, explain. | | N/A |

RELEVANT DATA AND ARTIFACTS

- | | |
|---|--|
| <ol style="list-style-type: none"> English learners achievement and growth on LEAP 2025 and ELPT Students with Disabilities achievement and growth on LEAP 2025 and LEAP Connect Evaluation Compliance Report in SER (SPP Indicator 11) Screening and Assessment Data Personnel Table 2 Reports - Detail and Summary in SER Graduation rate for students with disabilities and English learners | <ol style="list-style-type: none"> IDEA Part C (birth to 3) to Part B (ages 3-22) transition report in SER (Part C Transition Report) Educational Environment, Ages 3-5, Ages 6-21 in Special Education Performance Profiles Suspension Rate Expulsion Rate Percentage of students with multiple suspensions and expulsions |
|---|--|

RESOURCES

- | | |
|--|---|
| <ul style="list-style-type: none"> EL Guidebook-Changing Educational Outcomes LDOE Guidebook Diverse Learners Guide Eureka Remediation Tools Professional Development Vendor Guide Strategies for Supporting Diverse Learners in ELA and Math Supporting Diverse Learners in ELA | <ul style="list-style-type: none"> Strategies for Success: A Guidebook for Supporting Students with Disabilities K-3 Assessment Guidance Developmental Screenings Guidebook PK Through Third Grade Guidebook LDOE Behavior Intervention Vendor Guide |
|--|---|

| WORKFORCE TALENT | | | | |
|------------------|-------------------------------------|--|---|---|
| QUESTION | AREA OF FOCUS | QUESTION | STRATEGY GUIDANCE | COMPETITIVE FUNDING GUIDANCE |
| WT1.1 | Teacher Pipeline | List the top three most significant educator workforce needs across the CIR and UIR schools in the school system. Which preparation provider(s) will work with the school system to meet those needs? For each preparation provider, indicate if a signed MOU is in place. | In the workforce needs boxes, school systems should list the top three workforce needs. A workforce need could be a hard to staff grade level, subject area, school or geographic region. School systems should identify the preparation provider with which the school system will partner to meet each need and whether an MOU has been entered into with that partner to meet the specified need. School systems with a CIR and / or UIR Academics school must include a partnership with a Louisiana approved educator preparation program for each need. | N/A |
| WT1.2 | | Will the school system offer additional compensation for teaching high-need subject areas? | School systems should check "yes" if the system will offer additional compensation for teaching in a high-need subject area identified in WT1.1. If yes, indicate the amount of additional compensation per teacher. | N/A |
| WT1.3 | | Will the school system offer additional compensation for teaching in schools that are difficult to staff? | School systems should check "yes" if the system will offer additional compensation for teaching in schools with staffing needs identified in WT1.1. Staffing needs can be in a particular grade level, subject area, school, or geographic region. If yes, indicate the amount of additional compensation per teacher. | N/A |
| WT2.1 | Educator Leadership and Advancement | How many new Mentor Teachers will participate in state Mentor Teacher training? How many existing Mentor Teachers will support undergraduate residents and Post-Bac candidates? | School systems should identify the total number of staff they plan to newly nominate for the Mentor Teacher training from all schools in 2019-20. Then school systems should list the number of Mentor Teachers that will mentor undergraduate residents in 2019-2020 and the number of Mentor Teachers that will mentor Post-Bacs in 2019-2020. School systems must plan for at least one mentor teacher at each CIR school. | School systems may request a \$1,000 stipend for each Mentor Teacher that will support Post-Bacs at CIR and UIR Academics schools during the 2019-2020 school year. School systems may also request up to \$1,000 for travel to Mentor Teacher training for new Mentor Teacher candidates from CIR and UIR Academics schools. |
| WT2.2 | | How many new state-trained Content Leaders will the school system add? | School systems should identify the total number of staff they plan to nominate for the Content Leader programs from all schools in 2019-2020. Each CIR school should plan for 1 ELA content leader and 1 math content leader. Each UIR Academics school should plan for 2 Intervention content leaders. For non CIR or non UIR Academics schools, school systems may include as many participants as they would like; however, school systems will be charged for participants from these schools. ELA and math Content Leaders can be identified in this row as new state-trained Content Leaders or they may be included in the school system's total in WT3.2. | School systems may request up to \$5,500 per ELA and math Content Leader, which includes \$3,500 for training, \$1,000 for travel to training, and a \$1,000 stipend, at CIR schools and schools with a UIR Academics label. The Department will prioritize competitive funds for program participation and will fund stipends and travel if additional funds are available. |
| WT2.3 | | Who will provide support for Mentor Teachers and Content Leaders in the school system? | School systems should identify an individual responsible for establishing and overseeing support for Mentor Teachers and Content Leaders. This individual will make sure that Mentors and Content Leaders are appropriately evaluated, have time to support mentees (Mentors) and to offer training (Content Leaders), and receive regular feedback on their work. Indicate who that individual is, including their position title and team. | N/A |

| WORKFORCE TALENT | | | | |
|------------------|---------------------------------|--|---|---|
| QUESTION | AREA OF FOCUS | QUESTION | STRATEGY GUIDANCE | COMPETITIVE FUNDING GUIDANCE |
| WT3.1 | Principal Pipeline | How many principal and assistant principal vacancies are anticipated in the school system over the next two years? | School systems should list the total number of expected assistant principal and principal vacancies and the number of these roles in the system. | N/A |
| WT3.2 | | What is the extent of the school system's internal leadership pipeline? (assistant principals in coaching, # trained Mentor Teachers, # trained Content Leaders) | School systems should list the number of assistant principals currently receiving principal coaching, the number of state-trained Mentor Teachers, and the number of state-trained Content Leaders, both in the system as a whole and in CIR and UIR schools. | N/A |
| WT3.3 | | What is the school system's plan for meeting principal workforce needs? | School systems should briefly describe the system's strategy for building a pool of prospective assistant principals and principals. This pool may be the leaders described in WT3.2. | N/A |
| WT4.1 | High-Quality Principal Support | Who will provide principal coaching in the school system? How many principals and assistant principals will participate in this training? | School systems should indicate the vendor(s) that will provide principal coaching and the number of principals and assistant principals who will participate in this training. | School systems may request \$10,600 per principal at CIR schools as tuition for the Louisiana Principal Fellowship Program. |
| WT4.2 | | Will the vendors listed above provide coaching for all CIR and UIR schools? If no, please explain. | School systems should indicate if principal coaching vendors will provide coaching for all CIR and UIR schools. | N/A |
| WT5.1 | Educator Evaluation and Support | Who at the school system-level will be responsible for developing the school system's strategy for annual teacher and principal goal-setting? | School systems should identify an individual responsible for establishing and overseeing a goal-setting strategy at the system level. Indicate who that individual is, including their position title and team. | N/A |
| WT5.2 | | Who at the school system-level will be responsible for ensuring that all struggling teachers and principals across the school system have a plan for support? | School systems should identify the individual responsible for ensuring that struggling teachers and principals are identified and for developing a strategy to provide them individualized support. Indicate who that individual is, including their position title and team. | N/A |

| RELEVANT DATA AND ARTIFACTS | |
|---|---|
| <ol style="list-style-type: none"> Workforce Data <ol style="list-style-type: none"> Overview Retention Evaluating Results Compensation Signed MOU with teacher preparation providers Number of Mentor Teacher and Content Leader nominees from 2017-2018 and 2018-2019 | <ol style="list-style-type: none"> List of Mentor Teachers and Content Leaders and their direct supervisors Average teacher attrition numbers and school system projections for 2019-2020 List of school personnel that have obtained their EDL 1, 2, or 3 license List of principals participating in a principal fellowship List of trained observers and evaluators |
| RESOURCES | |
| <ul style="list-style-type: none"> Sample Teacher Prep Provider MOU Content Leader Webpage Mentor Teacher Webpage Intervention Content Leader Guidance | <ul style="list-style-type: none"> Mentor Teacher Recruitment and Training Guidance Louisiana Principal Fellowship Program Guide Compass Professional Growth Plan Guidance |

| LEA SYSTEMS | | | | |
|-------------|---|---|--|---|
| QUESTION | AREA OF FOCUS | QUESTION | STRATEGY GUIDANCE | COMPETITIVE FUNDING GUIDANCE |
| LS1.1 | Concentrated Resources in Low-Performing Schools/ Centers | Will the school system work with an external partner to build a staffing and scheduling model? | School systems should identify a partner to help the system re-think how to assign teachers to schools and classrooms and how to organize school schedules. | School systems can request funding to support partnerships with organizations to support innovations in staffing and scheduling specifically to meet the needs of students with special needs and English learners. |
| LS1.2 | | <p>[New zones only] Identify the school system's zone leader and explain how the school system will achieve each of the six characteristics of a Transformation Zone:</p> <ol style="list-style-type: none"> 1) School system's zone leader 2) Goals specific to student achievement, graduation, and school staffing 3) Zone leadership responsible for achievement in all zone schools 4) High-quality implementation of curriculum 5) Talent strategy that attracts and retains top talent in the zone schools 6) External advisory committee to guide goal setting and oversight of progress 7) Expansion of high-quality seats and consolidation of low quality seats | <p>Within large school systems in Louisiana, there exist pockets of persistently struggling (CIR) schools. A zone strategy concentrates resources—financial and human—and allows for one leader to manage the strategy for student learning within these schools.</p> <p>Districts with five or more CIR schools may propose a zone by preparing a two-page document that describes how the district will achieve each of the six characteristics of a zone.</p> | New zones may request funds to support the hiring of a zone leader. |
| LS2.1 | Increased Access to High-Quality Options | How is the district increasing access to high-performing schools? | Districts should describe their process for adding seats at high-performing schools and creating new high-performing schools. | Districts may request competitive funds to add seats at high-performing schools and / or create new high-performing schools. |

| RELEVANT DATA AND ARTIFACTS | |
|--|--|
| <ol style="list-style-type: none"> 1. School Performance Scores 2. Overall achievement and growth on LEAP 2025 3. Average teacher attrition numbers and school system projections for 2019-2020 | <ol style="list-style-type: none"> 4. Workforce Data <ol style="list-style-type: none"> a. Overview b. Retention c. Evaluating Results d. Compensation |
| RESOURCES | |
| • Charter Authorization Process for Local School Districts | • Transformation Zone One-pager |

APPENDIX B: PROGRAM SPECIFIC QUESTIONS

JOBS FOR AMERICA'S GRADUATES

1. Effective career counseling is a requirement of the Jump Start initiative. Describe how JAG will be used to support these efforts.
2. Describe criteria for student selection and recruitment.
3. Provide evidence of how the program will be supervised and evaluated to ensure that the program adheres to the model format and benchmarks of performance will be met.

DIRECT STUDENT SERVICES

Direct Student Services provides support to school systems and students in gaining access to academic courses, credentials, and services that are not otherwise available at their schools. School systems may partner with third-parties to implement activities for low-achieving students.

1. Who are the LEA's partners, and how were they selected??
2. How will parents know about choices available to them?
3. What forms of outreach will be implemented?
4. How will you publicly report results of student outcomes so they are easily accessible to parents?
5. How will you monitor the implementation of DSS activities within the LEA?

CARL PERKINS

1. How will the school system integrate challenging academic and technical education to maximize secondary student acquisition of technical skills and preparation for current and emerging high-skill, high-wage occupations/professions?
2. What services and activities integrate challenging, rigorous academic and technical instruction, and how are these services and activities linked to secondary and post-secondary education?
3. How does the school system foster partnerships between and among secondary, post-secondary, workforce development boards, business, and industry? What is the evidence supporting consultation with these stakeholders in developing, implementing, and evaluating the plan?
4. In what ways are parents and students provided with information about the world of work, specifically about career and education options, acquisition of technical skills aligned with emerging occupations/professions, and options for transitioning from secondary to postsecondary or workplace? Does this information align with high-skill, high-wage sectors?
5. What is the evidence that all students have access to services, activities, and challenging, rigorous academic and technical instruction?